**English Medium Term Planning - Year 1 Spring Term**

|  |  |  |
| --- | --- | --- |
| **Text** | **Objectives** | **Genres** |
| *Grandpa’s Gift*By Fiona Lumbers | **Spoken language:** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role-play, improvisations and debates **Reading comprehension:** • Link what is read or heard to own experiences • Retell stories and consider their particular characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know• Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussions about what has been read to them • Explain clearly their understanding of what is read to them**Writing composition:** • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words | Fiction – Journey Story |
| *Beegu*By Alexis Deacon | **Spoken language:**• Ask relevant questions• Build vocabulary• Articulate and justify answers• Use spoken language: imagining and exploring ideas**Reading comprehension:**• Predict what might happen on the basis of what has been read so far• Check that the text makes sense• Answer and ask questions• Learn to appreciate rhymes and poems• Recite some rhymes and poems by heart• Participate in discussions about what is read to them**Writing composition:**• Say out loud what is going to be written about• Compose a sentence orally before writing it• Sequence sentences to form short narratives• Re-read what they have written to check that it makes sense• Discuss what they have written with the teacher or other pupils• Spell words containing phonemes already taught• Spell common exception words | Fiction – writing a story in the first person. |
| *If I had a Beak*By The Literacy Company | **Spoken language:**• Listen and respond• Use spoken language: speculating, hypothesising, imagining and exploring ideas• Participate in discussions, presentations, performances, role play, improvisationsand debates**Reading comprehension:**• Recognise and join in with predictable phrases• Learn to appreciate rhymes and poems• Discuss word meanings, linking new meanings to those already known• Explain clearly understanding of what is read to them**Writing composition:**• Say out loud what is going to be written about• Re-read what they have written to check that it makes sense• Discuss what has been written with the teacher or other pupils | Poetry – adding to a descriptive poem using the senses.  |